



## USAID/Macedonia Secondary Education Activity Work Plan for the Period October 2004 – September 2005

October 2004

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EQUIP1: Secondary Education Activity (SEA)  
USAID/Macedonia and EGAT/ED  
SO 3.4: Students better prepared for employment through education programs

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**USAID/MACEDONIA SECONDARY EDUCATION REFORM ACTIVITY**  
**Work Plan for the Period**  
**October 2004 - September 2005**



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## Table of Contents

1. Introduction .....	1
2. Implementation Strategy .....	2
2.1 Research, Monitoring, and Evaluation (RME) .....	2
2.2 Career Preparation .....	2
2.3 Director Certification .....	4
2.4 Teacher Training .....	4
3. SEA Work Plan Grid 2004-2005 .....	6
4. Work Plan Calendar 2004-2005 .....	13

# 1. Introduction

The SEA work plan for 2004-2005 lays the framework for the year's program and is designed to coincide with the school year.

During SEA's first year of operation each of the four project coordinators established an excellent foundation for the project interventions. The major project interventions are:

- Career centers linking business with schools and providing current job market information. Career centers may also promote student organizations that will provide additional opportunities for industry to support vocational programs.
- Virtual and real firms where students can practice business skills while in school.
- A director training and certification program that will address the problem of insuring schools directors have the requisite administrative skills needed for managing a school.
- Training teachers and directors to utilize contextual learning methods in vocational subjects.
- Research of critical issues for educational policy making.

This year SEA staff is moving ahead to ensure that project interventions have the maximum impact at the student level. For example, teacher training is not the result the project seeks. Rather, students should experience more interactive and contextual teaching methods that better prepare them for the work place. To achieve that goal, the project must extend these methods to the maximum number of teachers.

The factors that will affect implementation the SEA Work Plan include.

- Priorities of the Ministry of Education. The minister of education and science has demonstrated his commitment to the program for certification of directors by shepherding legislation through the government and parliament that provides the foundation for the certification program. Development of the certification program is entering the period when the ministry will appoint the board of certification and approve the procedure. The outcome of this phase could have a significant impact on the direction of SEA activities.
- Acceleration of the Teacher Training component. The project is in mid step in re-programming teacher training to accelerate the extension of teaching methods sooner than originally scheduled. This involves adjusting consultant time and re-organizing dissemination to accommodate this new schedule.
- The project is empowering directors and teachers to make critical decisions in their training. How quickly and effectively the project moves depends in large part on their initiatives

## 2. Implementation Strategy

### 2.1 Research, Monitoring, and Evaluation (RME)

This component has four areas:

- S.O. 3.4 Baseline Study
- Project component monitoring and evaluation
- Database development
- Research

*The S.O. 3.4 Baseline Study* occupied the majority of effort during the first year. As the 2004-2005 project year starts, SEA is completing the analysis of the baseline study. The results will be presented on October 1. Each year students and teachers will be given surveys to measure progress against this baseline.

*In order to monitor and evaluate project components*, the RME coordinator is working with each component to develop appropriate ways to measure progress and ultimate results. These will feed into the Intermediate Results.

*SEA is working with two databases.* The first database grew out of the project's collaboration with the Ministry of Education and Science. While collecting information for the baseline study, the project developed an Access based database. Information from annual reports submitted by schools to the MoES was compiled in this database. This was shared with the MoES. At the same time other projects and offices within the ministry have developed databases for various purposes and to varying degrees. SEA is working with all parties to consolidate information into databases. The goal will be to assist the MoES consolidate information into user-friendly database(s).

The second database is for project monitoring and contains information on outputs and indicators for each of the SEA project areas. The RME coordinator is consolidating information into searchable databases for project use.

*Research* is now coming to the forefront in this component. To start, a consultant will review the topics outlined in the project paper to determine if the context has evolved over the past year and if they are still of importance to the MoES. An action plan will be developed to conduct the research. This includes identifying local institutions or individuals who could conduct the research.

### 2.2 Career Preparation

This component has two primary areas that have developed considerably over the first year.

The first area *increases the opportunities for students to have business experience while in high school.* As the first step to incorporate practical business skills into the school experience, SEA is offering schools the opportunity to establish either virtual or real firms.

Six economic schools have applied for *virtual firms*. These firms simulate a firm with various departments that interact with other firms in the system. SEA provided equipment to these schools in September, and 12 firms will start functioning in October. Concurrently,

teachers, students and directors are being trained by Bulgarian consultants who have successfully implemented virtual firms in Bulgaria.

SEA has been collaborating with Kultur Kontakt to develop virtual firms that are compatible with the ones it started in Macedonia and surrounding countries. SEA sponsored virtual firms share the “central office” that is critical to making the firms function. In December we will cosponsor a national virtual firm fair and then send winners to Austria for an international fair in April.

*Real Firms* are the outgrowth of the virtual firm initiative. The project found that virtual firms were appropriate only for economic high schools and gave all 50 schools the opportunity to start either a “virtual” or “real” firm. Forty-four schools applied to start “real” firms. These schools will start a business that relates to their vocational profile.

To get started, the project offered workshops for directors and two teachers from each school to develop a business plan. Two consultants provided the training. To date the consultants have trained directors and teachers from 34 schools and the remaining 10 will be finished by the end of October. The consultants review the plans with the school. The “advisory committee” then approves the plans and submits them to SEA. Once SEA reviews the plans, the project provides up to \$15,000 for equipment and supplies to launch the firm. Company records will be developed over the course of the year. SEA’s intention is to co-sponsor a competition between firms next spring.

The second component area includes *other activities* the project will undertake to enrich students’ business skills including cosponsoring technical competitions hosted by vocational school associations. Last year competitions took place in agricultural and electrotechnical schools. SEA seeks to support youth organizations and activities that have the potential to attract the support of industry.

In this vein, SEA is collaborating with World Learning to send two study tours to the US to collect information on how vocational youth organizations connect with industry and enhance job skills. SEA will follow and assist these individuals upon their return to implement action plans designed to stimulate existing youth organizations or form new ones in Macedonia.

*Career Centers* will potentially be formed in all 50 SEA schools. The centers will function as a focal point for information on jobs and careers. The first step was for the school to identify a physical space in the school. All the schools applied for career centers and only a few are still working on finding space.

Each school has particular needs based on its profiles and the local community. The project is empowering the school guidance counselors and teachers to define their needs and equipment needed for the center. To start, the project is providing training and material on job-seeking skills to the guidance counselors. They, in turn, can either share the information with students or provide teachers the opportunity to incorporate skills such as CV writing, interview and job seeking skills into the curriculum.

Industry has a wide variety of material that can be provided to schools. SEA will be assisting in duplicating and disseminating such material. The Bureau for Employment has job profiles and aptitude tests it is willing to share. In brief, once established the career center can grow. To motivate schools, SEA will encourage and cosponsor competitions among students.

## 2.3 Director Certification

The G13 (group of 13 experts fielded by SEA) has just graduated from the Slovenian School of Directors. This six-week training program was funded by World Learning.

The G13 is currently in the process of writing the Director Certification Program that consists of six modules. Each module is to be taught over a three-day workshop or 24 contact hours. Each workshop is designed to cover one strategic area of school management. Four weeks are required between each workshop to allow participants to digest the material and write a paper.

The Laws on Primary and Secondary Education have been passed by the Parliament. These laws stipulate that the ministry will form a Board for Certification of School Directors. It will also develop bylaws for the certification process. Once the laws take effect, directors will have one year to pass the certification “exam.” The laws go into effect following local elections that are currently set for March 05. There is a referendum on the Law on Territorial Organization coming in November. At this point, it is unclear what effect it could have on implementation of these laws.

In brief, the plan is to have the program written and approved by the MoES by December. The G13 will submit the module content and certification plan to the ministry by mid October.

The draft modules will be sent to the Slovenian School of Directors for review and comment. Two consultants from the Slovenian School for Directors will then review their comments with the G13 and facilitate a workshop to finalize a proposal to the ministry. The plan should be approved by mid November and the G13 designated as trainers.

The coordinator is developing an ambitious training plan to train about half of the sitting directors (200) by summer, 2005. The remaining directors will have the opportunity to be trained and certified by January 2006. The plan can accommodate an additional 100 individuals who wish to be certified. World Learning will finance Slovenian consultants to coach the G13 during the workshops.

## 2.4 Teacher Training

The challenge of teacher training is to create an active learning environment for vocational students in the 50 project schools. SEA has embarked on a three-phase program to ensure that teachers have the ability to employ contextual and active learning techniques in their classrooms.

The first phase was the development of four modules to be used in four, three-day workshops. Macedonian and American writers collaborated to produce these modules in both Macedonian and Albanian.

The second phase is to train 200 teacher trainers, 50 pedagogues/psychologists, and 50 school directors in the use of contextual learning methods. In addition, at least 15 master trainers will assure coordination and monitoring of local workshops. World Learning will begin giving facilitation/“training trainers” workshops for all master trainers who will be expected to train the teacher trainers over the coming eight months. By March 2005, SEA will begin

training of Cohorts 2 and 3, with Macedonian master trainers being coached by IRA volunteers.

The third phase consists of teacher trainers training their colleagues in workshops they conduct in their schools. The master trainers will coordinate logistics for these workshops and coach as needed.

To assure quality in dissemination, psychologists/pedagogues and school directors will observe the teacher trainers as they write lesson plans and employ new methodologies in their classrooms. They will receive certificates for successfully demonstrating they can use active learning methods. Once teacher trainers become certified in a given method, they will be able to observe fellow teachers in their schools.

SEA has completed the first two modules and workshops for Cohort 1. It will complete the remaining two modules and workshops for this cohort by February 2005.

At the same time, the project will begin piloting modules 1 and 2. Master trainers will gain experience in organizing workshops with local schools teams before attempting dissemination on a large scale.

Phase I should conclude with a final revision/edit of the modules before they are employed in Cohorts 2 and 3. Phase II should be completed by January 2006 and perhaps as early as August 2005. That would free master trainers and project staff to focus their entire efforts on supporting teacher trainers in dissemination. There are potentially over 3,000 teachers who could benefit from this training.



### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
<b>SEA Objective 1: More engaging, relevant classroom instruction</b>					
<p>SEA Result 1.1: Improved problem-solving and critical thinking skills in students</p> <p><b>Performance indicator:</b> <i>Level of problem-solving and critical-thinking skills of students as indicated by results of student problem-solving test.</i></p> <p>SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p><b>Performance indicators:</b> <i>Percent of trained teachers using elements of contextual learning in the teaching process and indicated by S.O. 3.4 teacher survey.</i></p> <p><i>Number of workshops held for use of contextual learning and number of teachers trained.</i></p>	Complete four modules and train four teacher trainers, school pedagogue, director in each participating school plus Master Trainers.	Complete training of the 1 <sup>st</sup> cohort <ul style="list-style-type: none"> <li>• Module 3 – November 2004</li> <li>• Module 4 – February 2005</li> </ul>	February	IRA consultants BDE MoES World Learning	
		Start cohorts 2 and 3	March		
		Trainer of trainers workshops for master and teacher trainers	December – August		
	Develop certification procedures for teachers successfully demonstrating their ability to use new methods.	Send master trainers to discuss and observe teacher trainers in Cohort 1 and document their observations, lesson plans.	October and continuing throughout the year		
		Conduct a discussion/focus group on teacher certification with participants of Cohort 1 during the workshop to discuss the practicality of teacher certification methodology.	November/February		
	Pilot dissemination phase (with at least one school that volunteers)	Ask for at least one volunteer school to develop and implement a dissemination strategy in collaboration with master trainers.	October		
		Send select team of master trainers and a volunteer to plan dissemination workshops with pilot school.	November		
		Support teacher trainers during pilot dissemination and document best practices and problems.	December – January		

### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
<b>SEA Objective 1: More engaging relevant classroom instruction</b>					
<p>Cont. SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p><b>Performance indicators:</b> <i>Percent of trained teachers using elements of contextual learning in the teaching process as indicated by the S.O. 3.4 teacher survey.</i></p> <p><i>Number of workshops held for use of contextual learning and number of teachers trained.</i></p>	Cont. Pilot dissemination phase (with at least one school that volunteers)	Develop dissemination plans and incorporate them into teacher trainer workshops for remaining 2 modules of Cohort 1 and into all four modules of cohorts 2 and 3.	November – August		
	Revise modules	Master trainers visit schools and discuss module content and presentation with Teacher Trainers, Pedagogues and Directors.	October	IRA consultants BDE MoES World Learning	
		Master trainers discuss observations with volunteers during workshop Module 1 during Workshop 3 of Cohort 1 Module 2 during Workshop 4 of Cohort 1 Module 3 during Workshop 1 of Cohort 2 Module 4 during Workshop 1 of Cohort 2	November February March May		
		Final revisions of modules completed for use in Cohorts 2-3 and dissemination.	Starting in February and following schedule for cohorts 2 and 3.		
	Extend dissemination activities to include initial 15 schools that participated in teacher trainer workshops	Plan dissemination strategies unique to each school	Starting in December		
		Supply basic equipment, materials and supplies to schools for workshops	In time for workshops		
		Work out logistics with master trainers	As needed		
		Document effectiveness of workshops Document number of teachers having developed a lesson plan, taught and been observed for each of the activities outlined in the modules.  Conduct focus group discussions and document observations of teachers on teaching methodologies; and implications for future dissemination efforts.	Continuous		

### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
SEA Objective 2: Effective career preparatory activities					
SEA Result 2.1: Improved critical job seeking skills in students  <b>Performance indicator:</b> <i>Percentage of students indicating they can write a CV or have been trained in interviewing and/or job searching in the S.O. 3.4 student survey.</i>	Career Development Centers	Provide up to \$2000 of equipment to start a career center for schools that have identified and prepared an area for the center and submitted a list of equipment needed. (All 50 schools have applied.)	October – March	National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Assn MoES BDE Crafts Assn Employment Bureau Local consulting firms for training National Student Union Various Business Assns School Assns ETF GTZ National Observatory	
		Train school pedagogues and select students in job seeking skills and developing a relationship with industry (CV writing, interviewing, job search, career exploration).	November – March		
		Sponsor annual competitions in technical and job-seeking skills in collaboration with industry, vocational school associations, MoES, and other projects Support students and teachers who have participated in study tours and developed action plans.  Support initiatives from school associations  Coordinate national competition(s) to attract the attention of industry and higher education to vocational education.	November – June   April – May		

### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
SEA Objective 2: Effective career preparatory activities					
<p>SEA Result 2.2: Students participating in applied skill activities and career preparation activities</p> <p><b>Performance indicator:</b> Percent of vocational students having participated in an applied skill activity as indicated by the S.O. 3.4 student survey.</p> <p>Teachers integrating career development activities into classroom instruction, as reported by students in the S.O. 3.4 student survey.</p>	Increase the opportunities for students to have business experience while in high school	Real Firms			
		Assist schools to develop business plans for real firms.	October – November	CSHI National Parents’ Assn Electro-Tech School Assn Agricultural School Assn National Directors’ Assn MoES BDE AIR consultant Crafts Assn Local consulting firms for training National Student Union Various Business Assns GTZ VET III	
		Provide up to \$15,000 in start-up material and/or equipment for each school successfully completing a business plan.	October – December		
		Develop record keeping system in four pilot schools (consultant).	October		
		Extend record keeping to other real firms and follow up on records (local consultants in a series of workshops).	October – December		
		Sponsor national real firm fair/competition (may be done in collaboration with vocational school associations).	April – May		
		Sponsor youth activities and competitions in vocational areas (these include competitions on technical subjects, and/or job seeking skills; and regional study tours for students and teachers).	January – August		
		Virtual firms			
		Equip and launch twelve virtual firms in six economic high schools	October	Bulgarian consultants and economic schools Kultur Kontakt BDE MoES	
		Train teachers, students and directors on operation of virtual firms in schools.	Workshops held throughout the year		
		Sponsor national virtual firm fair in collaboration with Kultur Kontakt.	December – January		
		Sponsor students and teachers to the international virtual firm fair in Austria.	April		

### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Certification program developed and school directors certified.  <i>Performance indicators: Number of people receiving certification.</i>	Completion of modules	G13 completes modules for director certification and submits them to the MoES for approval.	October 15	MoES World Learning National School for Directors (Slovenia) World Bank VET III FOSIM	
		MoES certification board approves modules as the basis for certification.	November		
	Approval of certification program	MoES appoints certification board	November		
		G13 submits plan for certification	November		
		Board approves the program.	November – December		
	Certification of directors	Workshops by G13 to provide training for certification.	January – August		
SEA Result 3.2: School directors demonstrating improved management skills.	<i>Activities will be addressed in future work plans.</i>				


### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
SEA Result 4.1: Effective monitoring of progress toward S.O. 3.4.  <b>Performance indicator:</b> <i>Timely annual administration, analysis, and reporting of S.O. 3.4 teacher and student surveys.</i>	SO 3.4 Baseline Analysis and Follow-on	Report on baseline data gathered in May-June 04.	October 1, 2004	MoES AIR SEA RME Staff	
		Conduct yearly survey of teachers and students using self-reporting instrument.	March-May 2005		
SEA Result 4.2: Establishment of effective project monitoring systems for improved management.  <b>Performance indicator:</b> <i>Consistent completion of quarterly program reports and creation of project monitoring database.</i>	Project component activity monitoring	Archive of previous studies and reports will be assembled at the project level.	Starting November and continuing	SEA Coordinators	
		Develop and implement a system to document the application of new teaching methodologies in the classroom.	Continuous		
		Document the number of career centers established.			
		Document the number of real and virtual firms started and establish end-of-year indicators of firm vitality based on firms' record-keeping systems.			
		Document the interaction of industry with career centers and firms in schools.			
		Document the number of directors certified.			

### 3. SEA Work Plan Grid 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities &amp; Performance Indicator Value (if available)</i>
<b>SEA Objective 4: Effective Project Management Systems</b>					
Cont. SEA Result 4.2: Establishment of effective project monitoring systems for improved management.  <b>Performance indicator:</b> <i>Consistent completion of quarterly program reports and creation and continual updating of project monitoring database.</i>	Database development	RME Coordinator will collaborate with the MoES and other projects to consolidate database management.	Continuous	MoES LGRP/MDW World Bank BDE Faculties Bureau of Statistics	
		SEA database for project monitoring.		SEA coordinators	
SEA Result 4.3: Analysis support provided to MoES on issues related to the quality, relevance, and cost-effectiveness of education in Macedonia.  <b>Performance indicator:</b> <i>Research reports provided to MoES.</i>	Research studies	Define research topics and action plan in collaboration with MoES.	October – November	AIR	
		Implement research action plan: conduct research.	November – August	SEA Local NGOs /Institutions to be identified	


## 4. Work Plan Calendar 2004 – 2005

Activity = 

	2004			2005								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>SEA Objective 1: More engaging, relevant classroom instruction</b>												
<b>Activities:</b>												
Complete four modules and train four teacher trainers, school pedagogue, director in each participating school plus Master Trainers		Cohort 1 Module 3			Cohort 1 Module 4	Cohorts 2 & 3 Module 1		Cohorts 2 & 3 Module 2			Cohorts 2 & 3 Module 3	
			Trainer of Trainer Workshops for Master Teachers and Teacher Trainers									
Develop certification procedures for teachers successfully demonstrating their ability to use new methods	Master Trainers visit schools and develop dissemination strategies											
		Develop certification program										
Pilot dissemination phase (with at least one school that volunteers)	Select School(s)	Plan dissemination	Start workshops in local school			Incorporate lessons learned into remaining workshops						
Revise Modules	Discuss modules	Revise Module 1				Revise Module 2	Revise Module 3		Revise Module 4			
Extend dissemination activities to include initial 15 schools of Cohort 1			Plan dissemination with each school – Cohort 1 – plan logistics				Workshops and certification process documented by Master Trainers doing follow-up in schools					



## 4. Work Plan Calendar 2004 – 2005

Activity = 


				2004			2005								
				Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
SEA Objective 2: Effective career preparation activities															
Activities:															
Increase the opportunities for students to have business experience while in high school															
Real Firms	• Business plans														
	• Start up														
	• Record develop.														
	• Extend records														
	• Real firm fair														
Virtual	• Sponsored activ.														
	• Equip firms														
	• Training														
	• Fair														
	• Internation. Fair														
Career Development Centers															
• Equip centers															
• Training															
• Support comp.															

## 4. Work Plan Calendar 2004 – 2005

Activity = 

	2004									2005																									
	Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Jun			Jul			Aug			Sep	
<b>SEA Objective 3: Better managed, more flexible school administration</b>																																			
<b>Activities:</b>																																			
Completion of Modules <ul style="list-style-type: none"><li>G13 submits</li><li>MoES Approves</li></ul>																																			
Approval of Certification Program <ul style="list-style-type: none"><li>Board appointed</li><li>G13 submits plan</li><li>Board approval</li></ul>																																			
Certification of Directors																																			

## 4. Work Plan Calendar 2004 – 2005

Activity = 

	2004									2005																									
	Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Jun			Jul			Aug			Sep	
SEA Objective 4: Effective project management systems.																																			
Activities:																																			
SO 3.4 Baseline Analysis and Follow-on																																			
Project component activity monitoring																																			
Database development																																			
Research																																			
• Define topics																																			
• Conduct research																																			